



**DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TEACHER RETENTION AND RECRUITMENT**

**From The Office Of State Auditor  
Claire McCaskill**

**Report No. 2002-58  
August 22, 2002  
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# AUDIT REPORT



Office Of The  
State Auditor Of Missouri  
Claire McCaskill

August 2002

**The following problems were discovered as a result of an audit conducted by our office of the Department of Elementary and Secondary Education (DESE), Teacher Retention and Recruitment.**

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Our audit indicates that the state has problems in both recruiting and retaining teachers. We found that there were 4,256 individuals who received an initial teaching certificate and became eligible to teach in the 1994-95 school year. We reviewed the work history of these individuals and noted the following:

<i><b>Years of Teaching in a Missouri Public School</b></i>	<i><b>Number of Individuals</b></i>	<i><b>Percentage</b></i>
<i>Taught 7 years</i>	<i>771</i>	<i>18 percent</i>
<i>Taught 6 years</i>	<i>896</i>	<i>21 percent</i>
<i>Taught 5 years</i>	<i>361</i>	<i>8 percent</i>
<i>Taught 4 years</i>	<i>295</i>	<i>7 percent</i>
<i>Taught 3 years</i>	<i>243</i>	<i>6 percent</i>
<i>Taught 2 years</i>	<i>245</i>	<i>6 percent</i>
<i>Taught 1 year</i>	<i>270</i>	<i>6 percent</i>
<i>Never Taught</i>	<i>1,175</i>	<i>28 percent</i>

Only 18 percent of those individuals receiving an initial certificate in fiscal year 1995 taught for all seven years from school year 1995 to 2001 and 28 percent never entered a Missouri public school district as a teacher. In addition, the DESE compiled some statistics on new hires and discovered that already 700 of the 4,646 teachers (15 percent) new to public education hired in Missouri's school districts in school year 1999-00 have left the public teaching workforce in the state after only one year. Due to the high turnover rates for beginning teachers, the percentage of the teaching work force with experience of 0 to 5 years has actually increased from 21 percent in 1992 to 31 percent in 2001.

With a high percent of education graduates and/or teachers receiving their initial certification never entering the public teaching workforce coupled with a high turnover rate, the experience level of the state's public school educators is declining and the school districts are continually faced with recruiting new teachers and battling to address teacher shortages in certain areas.

(over)

TEACHERS  
MOTIVATION  
SHEET

Our review noted that the state has an abundance of certified teachers; however, a relatively small percentage choose to be teaching in a Missouri public school. We requested the DESE determine the total number of individuals holding a valid certificate versus those holding a valid certificate and employed in a school district. We determined that of approximately 257,500 individuals in Missouri holding a valid teaching certificate, only 29 percent were employed in a Missouri public school during the 2000-01 school year. Of this 29 percent employed, 25 percent were classroom teachers and the remaining 4 percent were in administrative positions.

Our audit of teacher retention and recruitment noted several areas where significant improvements are needed. In Missouri, teacher shortages are concentrated in specific areas known as critical need areas. School districts are forced to fill these areas with teachers who are not fully certified. Our report notes that the Department of Elementary and Secondary Education (DESE) only recently evaluated and summarized information to quantify those subjects taught by teachers who were not fully certified. In addition, the DESE currently counts some teachers who are not fully certified to teach subject areas as qualified. Parents of public school students in Missouri are not required to be notified when their children are placed in a classroom with a teacher who is not fully certified to teach the class.

Our audit notes that the DESE has not complied with a state law which requires information relating to the retention and recruitment of teachers to be reported to the General Assembly. In addition, recent information provided to the State Board of Education relating to teacher supply and demand was erroneous. Furthermore, recent changes to state certification policies appear inconsistent.

Missouri school administrators cite stringent certification requirements and low salaries as predominant reasons for teacher shortages in the state.

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DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TEACHER RETENTION AND RECRUITMENT

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## STATE AUDITOR'S REPORT



**CLAIRE C. McCASKILL**  
**Missouri State Auditor**

Honorable Bob Holden, Governor  
and  
Members of the General Assembly  
and  
D. Kent King, Commissioner  
Department of Elementary and Secondary Education  
Jefferson City, MO 65102

We have audited the teacher retention and recruitment efforts of the Department of Elementary and Secondary Education (DESE). The objectives of this audit were to:

1. Determine whether a teacher shortage exists in Missouri.
2. Determine whether the DESE adequately monitors, identifies, and reports information regarding teacher recruitment and retention and areas of teacher shortages.
3. Review efforts and incentives offered by Missouri and those of other states to retain and recruit teachers to address any teacher shortages.

Our audit was conducted in accordance with applicable standards contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and included such procedures as we considered necessary in the circumstances. In this regard, we reviewed applicable state laws, regulations, and procedures including those relating to career ladder, minimum salary requirements, and retention and recruitment reporting. We also reviewed the teacher certification processes and requirements, interviewed and surveyed applicable personnel, and reviewed certain relevant records, statistics, and state and national reports.

Our audit was limited to the specific matters described above and was based on selective tests and procedures considered appropriate in the circumstances. Had we performed additional procedures, other information might have come to our attention that would have been included in this report.

The accompanying Appendices are presented for informational purposes. This information was obtained from the DESE's management and was not subjected to the procedures applied in the audit of teacher retention and recruitment.

The accompanying Management Advisory Report presents our findings arising from our audit of Missouri's teacher retention and recruitment efforts.

A handwritten signature in black ink, reading "Claire McCaskill". The signature is fluid and cursive, with the first name "Claire" written in a larger, more prominent script than the last name "McCaskill".

Claire McCaskill  
State Auditor

January 10, 2002 (fieldwork completion date)

The following auditors participated in the preparation of this report:

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## EXECUTIVE SUMMARY



DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TEACHER RETENTION AND RECRUITMENT  
EXECUTIVE SUMMARY

Our audit indicates that the state has problems in both recruiting and retaining teachers. In Missouri, teacher shortages are concentrated in specific areas known as critical need areas. School districts are forced to fill these areas with teachers who are not fully certified. Audit results noted that 28 percent of the individuals who received an initial teaching certificate in fiscal year 1995 never taught in a Missouri public school. In addition, only 18 percent of these individuals taught each of the 7 years since obtaining their initial certification. Our review also found that only 25 percent of the individuals holding a Missouri teaching certificate were employed as a classroom teacher in a Missouri public school during the 2000-01 school year. Missouri school administrators cite stringent certification requirements and low salaries as predominant reasons for teacher shortages in the state. Missouri average teacher salaries rank low when compared to other states, and these salary levels improved only slightly in recent years despite significant increases in funding dedicated to education.

Our audit of teacher retention and recruitment noted several areas where significant improvements are needed. Our report notes that the Department of Elementary and Secondary Education (DESE) only recently evaluated and summarized information to quantify those subjects taught by teachers who were not fully certified. In addition, the DESE currently counts some teachers who are not fully certified to teach subject areas as qualified. Parents of public school students in Missouri are not required to be notified when their children are placed in a classroom with a teacher who is not fully certified to teach the class.

Our audit notes that the DESE has not complied with a state law which requires information relating to the retention and recruitment of teachers to be reported to the General Assembly. In addition, recent information provided to the State Board of Education relating to teacher supply and demand was erroneous. Furthermore, recent changes to state certification policies appear inconsistent.

Our report recommends support for financial incentives targeted towards critical shortages in geographical and subject areas, the career ladder programs, and the National Board Certification. We also recommend the DESE evaluate the benefits of offering incentives to allow retirees to re-enter the teaching workforce.

MANAGEMENT ADVISORY REPORT –  
STATE AUDITOR’S FINDINGS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TEACHER RETENTION AND RECRUITMENT  
MANAGEMENT ADVISORY REPORT-  
STATE AUDITOR'S FINDINGS

**BACKGROUND**

**Teacher shortages are a problem in Missouri**

Our review looked for indicators to determine the extent of any teacher shortages in the state's public schools. One of the primary indicators of a teacher shortage in Missouri is the number of courses taught by unqualified teachers. Missouri's unqualified teacher data was not quantified until recently. According to the Department of Elementary and Secondary Education's (DESE) data, the percentage of courses taught by unqualified teachers, those who were teaching with a special assignment certificate, provisional certificate, substitute certificate, no certificate, or incorrect certificate, in the state grew from 8.3 percent in school year 1999 to 10 percent in school year 2001. We were unable to compare Missouri's shortage to other states as there were no national statistics available on teacher shortages.

Information obtained during our review indicates Missouri's shortage is concentrated in specific critical need areas. A study by Southwest Missouri State University of school year 2001, based on school administrator surveys, identified math, science, special education, and foreign language as areas with the most critical shortages. The study polled administrators on sixty certification areas. This study reported that thirty-four of those areas were identified as having a considerable shortage, twenty-one areas had some shortage, and the remaining five areas had a balanced supply of teachers. No areas were identified as having a surplus of teachers.

In a review conducted by the University of Missouri-Columbia (UMC) published in January 2000, superintendents were surveyed on various recruitment and retention issues. In this study the district superintendents indicated that 88 percent of their districts had more difficulty in meeting their instructional hiring needs during the 1998-99 school year than in previous years. The superintendents were further surveyed as to the methods they used for dealing with gaps in their professional staff. The most frequent solution (33 percent of the responses) was to request provisional certification from the DESE to allow a member of the existing staff to teach in the classroom where there were no qualified applicants. An additional 16 percent of the superintendents indicated that they would place someone without the appropriate certification or someone with less experience and/or less-than-desirable qualifications in the classroom. Other superintendents (7 percent) indicated they would increase class sizes. Another 7 percent stated that they would cancel classes that were unable to be filled. According to information provided by the DESE, school administrators have cited stringent certification requirements and low salaries as predominant reasons for teacher shortages in the state.

Therefore, the real consequence of the districts being unable to obtain qualified educators is the negative impact it is having on the quality of education and opportunities available for Missouri's students.

### **Teacher salary and funding information**

In 1993, the Outstanding Schools Act (OSA), commonly referred to as Senate Bill 380, was passed. The goal of this school funding bill was to improve the quality of education in Missouri's public schools and improve equity in educational funding for school children. The OSA made changes in local minimum tax levies and these levies became an integral part of the state's revised school foundation funding formula. Some school districts increased their tax levies to meet the new requirements or to receive additional state aid from the foundation formula. Local property taxes increased an average of \$88 million annually, primarily as a result of the tax levy increases. The OSA also increased state taxes on corporate income and reduced or limited the federal income tax deduction for corporations and individual taxpayers. These changes were expected to provide the state with approximately \$360 million in educational funding annually beginning in fiscal year 1995.

The following summary indicates some of the changes that have occurred during the period of school year 1993-94 through school year 1999-2000 related to the state's public school system:

	<u>Average annual increase</u>
Total public school current expenditures	6.4 percent
Total amount spent on certificated salaries	6.0 percent
Missourians' personal income	5.3 percent
Expenditure per each Missouri pupil	5.0 percent
Per capita income	4.4 percent
Average superintendent salary	4.5 percent
Average principal salary	3.8 percent
Average teacher salary	2.8 percent

Source: DESE's annual Report of the Public Schools of Missouri report and data from the Bureau of Economic Analysis' website. DESE defines current expenditures as all expenditures for instruction and support services excluding capital outlay expenditures and less the revenue from food service, student activities, and payments from other districts. The personal income data is on the calendar year basis rather than school year. Per capita personal income is the annual total personal income of residents divided by resident population as of July 1.

According to rankings compiled by the National Education Association (NEA), Missouri's average teacher salary of \$36,722 for school year 2000-01 ranks 33<sup>rd</sup> nationally. This ranking represents only a slight improvement since the passage of the OSA as the NEA ranked Missouri 37<sup>th</sup> nationally in the 1993-94 school year. In addition, Missouri's average teacher salary for school year 2000-01 falls much lower than that of the U.S. average that was \$43,335.

Missouri's average teacher salary did not increase significantly despite increased funding and increases in amounts paid for total certificated salaries for a number of reasons. One factor that influenced the slower growth in teacher salaries was a significant increase in the number of classroom teachers employed; from 54,724 in the 1993-94 school year to 63,713 in the 1999-00 school year. This increase offset a growth in student enrollment and helped reduce the pupil-to-teacher ratio from 15.8 in school year 1993-94 to 14.7 in school year 1999-00. Another factor was the local share of funding special education services growing by more than \$192 million, with the local share of these expenses growing from 43 percent to 54 percent from school year 1992-93 to 1999-2000. Our review also noted increases in the levels of superintendents, principals, assistant superintendents, and assistant principals employed. However, these increases appear reasonable given the increases in teachers employed and students enrolled.

Although new funding sources such as the OSA, lottery, and gaming proceeds have provided significant funding sources for education, total educational funding increases have been somewhat offset by smaller increases in the amount of the state's education expenditures funded by the state's General Revenue Fund. While these new funding sources increased at an annual average of over 11.2 percent, total funding for the DESE's budget increased by about 6.6 percent annually, with the General Revenue Fund - State funding for DESE's budget increasing only 2.9 percent annually since fiscal year 1993.

It is interesting to note that had the average teacher salary for the 1993-94 school year of \$30,310 increased at the rate of per capita personal income, the 1999-00 school year salary would have been \$39,645 instead of \$35,656 (a difference of 11.2 percent). Moreover, had the salary increased at the rate of public school spending for current expenditures, the average teacher salary for the 1999-00 school year would have totaled \$43,889. These average salary amounts of \$39,645 and \$43,889 would have resulted in national rankings of 22<sup>nd</sup> and 14<sup>th</sup> in school year 1999-00, respectively.

During our review, we obtained the average teacher salaries of each district. Appendix C of this report presents the average teacher salaries for the 524 school districts in Missouri during school year 2000-01. From the salaries reported by these districts, it appears that approximately 65 percent of Missouri's school districts have an average teacher salary of \$30,000 or less for school year 2000-01. In addition, only thirteen school districts reported an average teacher salary at or above the national average. This data also indicated in some cases a significant difference between salaries of teachers in larger, urban districts when compared to rural districts. This fact may also affect the ability of some school districts to recruit or retain qualified teachers.

### **Teacher certification information**

The DESE issues teaching certificates to qualified applicants. The general qualifications for certification are identical for all teaching certificates, except for some areas of Vocational Education. They are:

- A baccalaureate degree from a college/university having a teacher education program approved by the Missouri DESE or by the state education agency in states other than Missouri.
- The applicant must have a recommendation for certification from the designated official for teacher education in the college/university where the program was completed.
- The applicant must have an overall grade point average of 2.5 on a 4.0 scale.
- The applicant must complete the Praxis II Specialty Area Test for the applicable major, with a score equal to the Missouri qualifying score. If a Missouri Specialty Area Test is not offered in their major area, the Principles of Learning and Teaching (PLT) is required with a score equal to the Missouri qualifying score.
- The applicant must meet the general education, professional, and subject area requirements.

There are various certification classifications issued to elementary, middle school, and secondary classroom teachers. The primary differences between the various classifications are when they were issued, the individual's level of education or academic preparation, and the length of time for which they are valid. In some classifications, applications must be made by the employing Missouri public school district. Certain classifications are also issued for special or critical circumstances. The details of the various certification classifications are presented in Appendix D, which accompanies this report.

### **Teacher turnover rates are high**

We found that there were 4,256 individuals who received an initial teaching certificate and became eligible to teach in the 1994-95 school year. We reviewed the work history of these individuals and noted the following:

<b>Years of Teaching in a Missouri Public School</b>	<b>Number of Individuals</b>	<b>Percentage</b>
Taught 7 years	771	18 percent
Taught 6 years	896	21 percent
Taught 5 years	361	8 percent
Taught 4 years	295	7 percent
Taught 3 years	243	6 percent
Taught 2 years	245	6 percent
Taught 1 year	270	6 percent
Never Taught	1,175	28 percent

Only 18 percent of those individuals receiving an initial certificate in fiscal year 1995 taught for all seven years from school year 1995 to 2001 and 28 percent never entered a Missouri public school district as a teacher. In addition, the DESE compiled some statistics on new hires and discovered that already 700 of the 4,646 teachers (15 percent) new to public education hired in Missouri's school districts in school year 1999-00 have left the public teaching workforce in the state after only one year. Due to the high

turnover rates for beginning teachers, the percentage of the teaching work force with experience of 0 to 5 years has actually increased from 21 percent in 1992 to 31 percent in 2001.

With a high percent of education graduates and/or teachers receiving their initial certification never entering the public teaching workforce coupled with a high turnover rate, the experience level of the state's public school educators is declining and the school districts are continually faced with recruiting new teachers and battling to address teacher shortages in certain areas.

### **Many individuals holding teaching certificates are not teaching**

Our review noted that the state has an abundance of certified teachers; however, a relatively small percentage choose to be teaching in a Missouri public school. We requested the DESE determine the total number of individuals holding a valid certificate versus those holding a valid certificate and employed in a school district. We determined that of approximately 257,500 individuals in Missouri holding a valid teaching certificate, only 29 percent were employed in a Missouri public school during the 2000-01 school year. Of this 29 percent employed, 25 percent were classroom teachers and the remaining 4 percent were in administrative positions.

<b>1. Identifying and Quantifying Teacher Shortage Areas</b>
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The DESE has not adequately identified and quantified shortage areas. The department maintains information about the certification status of Missouri teachers and the classes they teach. However, prior to fiscal year 2001, the DESE had not formally evaluated and summarized this information to quantify those subjects which are taught by teachers who are not fully certified. Instead, the DESE identifies teacher shortage areas through survey responses received from district administrators as part of a formal review conducted annually by Southwest Missouri State University (SMSU).

As a part of the SMSU review, district administrators are provided a questionnaire listing each certification area and are requested to indicate their opinion as to the shortage or surplus level experienced when hiring teachers for the current school year. Appendix A of this report presents the SMSU survey data by certification area for the 2000-2001 school year.

To obtain more quantitative support to the shortage areas, we requested the DESE provide specific certification classifications to determine how teaching needs were being met. In fiscal year 2001, the department began preparing an "Appropriate Certification Report" to determine if the department is meeting its goal of having at least 96 percent of Missouri's teachers properly certified in the assignments they are teaching. The Appropriate Certification Report indicates the critical shortage needs over the past three school years (1999 through 2001) have been special education, science, physical education, math, and industrial technology. Appendix B of this report presents the

percentage of courses being taught by unqualified teachers by subject area according to the DESE's Appropriate Certification Report. Below we have provided an average of a partial comparison of the data as indicated by the department's certification report and SMSU's demand table based on administrator opinion surveys over the historical period of school years 1999 through 2001.

### Subject Areas Ranked by Need

Subject Area	DESE's Appropriate Certification Report	SMSU Demand Table
Special Education	1	1
Science	2	2
PE	3	10
Mathematics	4	5
Family/Consumer Science	5	8
Industrial Technology	6	4
Foreign Language	7	3
Language Arts	8	6

These sources indicate somewhat different subject areas where the need for qualified teachers is the greatest. However, it appears the most thorough source for identifying areas in most need of qualified teachers would be the DESE's Appropriate Certification Report because it is based on actual certification status of teachers and the classes they teach. However, to date, the Appropriate Certification Report has not been used by the department to identify critical need areas, rather the SMSU information has been used. Without quantitatively reviewing courses and how they are being filled, either by a qualified teacher or not, the DESE is not adequately measuring critical need areas.

In addition, to fully evaluate the teacher shortage situation in the state, the DESE needs to monitor the demand for teachers in Missouri's teaching workforce. The Appropriate Certification Report should allow for future reviews of shortages in critical need subject areas.

**WE RECOMMEND** the DESE develop methods to better identify and quantify areas suffering from teacher shortages.

### **AUDITEE'S RESPONSE**

*The Department has taken the following action with regard to this recommendation:*

- *Developed an additional core data screen, The Educator Vacancy Screen, to collect data from districts regarding staffing vacancies.*
- *Established trend data with the Recruitment and Retention Report.*
- *Ceased using the SMSU report.*



**2.****Reporting of Courses Taught By Unqualified Teachers**

The department has understated the percentage of courses taught by educators who were not fully certified. The DESE's Appropriate Certification Report indicates the number of courses being filled by improperly certified teachers. Currently, the department considers courses taught by a teacher with an incorrect certificate, expired certificate, no certificate, or substitute certificate as unqualified. However, the department considers courses taught by teachers with special assignment and provisional certificates as qualified. Individuals who hold a special assignment "emergency" certificate only need a bachelor's degree, and in areas of critical need, that degree is not required to be in their assigned subject area. In addition, these teachers do not need experience in that subject area nor have they completed a teacher education program. A provisional certificate is a two-year non-renewable certificate issued to teachers who have not met some coursework and/or testing requirements. Since teachers holding special assignment and provisional certificates are not fully certified, it does not appear appropriate to consider these individuals as adequately qualified to teach those courses.

The department reported in the Appropriate Certification Report that 96.6 percent, 96.2 percent, and 95.7 percent of the courses were being taught by qualified teachers in fiscal years 1999, 2000, and 2001, respectively. According to the goals of the department as formally documented in its strategic plan which supported its fiscal year 2002 budget, the DESE strives to maintain at least 96 percent of the courses in Missouri public schools being taught by properly certified teachers. The department redefined that goal in their strategic plan for the fiscal year 2003 budget to work towards 95 percent of the courses taught by appropriately certified teachers. Therefore, it appears that the department fell only slightly below its 96 percent goal in fiscal year 2001. However, if the DESE would have included courses taught by teachers holding special assignment and provisional certificates as unqualified, 91.6 percent, 90.8 percent, and 89.7 percent of the courses would have been taught by qualified teachers in fiscal years 1999, 2000, and 2001, respectively. These results would have left the department significantly below its goal.

**WE RECOMMEND** the DESE re-evaluate the definition of a "qualified" teacher, especially regarding provisional, special assignment, and/or temporary authorization certificates. In addition, the DESE should use this new criteria when determining whether the departmental goal of having at least 95 percent of the courses taught by properly qualified teachers is met.

**AUDITEE'S RESPONSE**

*The Department will take this recommendation under advisement. As part of the No Child Left behind Act of 2001, the Department will adopt a standard defining a "highly qualified teacher" in order to comply with this new federal legislation. Although Department actions in this area must ensure federal compliance, this new standard should address the concerns raised in the audit.*

**3.****Notification to Parents of Unqualified Teachers**

Parents are often unaware if their children are being taught by teachers who are not fully certified. We are not aware of any state that publishes such information on school report cards released to the public. However, Florida law requires that parents be notified if their child is enrolled in a class taught by an out-of-field teacher. In addition, Texas passed legislation that parents will be notified in writing within two weeks of the assignment of their child to an uncertified teacher (including long-term substitutes). This concern appears to be strongest when it involves special education since these children especially need a fully certified teacher for instruction. As parents have the responsibility to ensure their children have the opportunity for the best education possible, it would appear necessary for a parent to know when their child is being taught by a less than fully certified teacher.

**WE RECOMMEND** the DESE support legislation that would require districts to inform parents when their children are being taught by a teacher who is not fully certified in the subject area.

**AUDITEE'S RESPONSE**

*The Department will take this recommendation under advisement. As part of the No Child Left Behind Act of 2001, local school districts may be required to provide notice to parents in this area. Department actions in this area must ensure federal compliance, but may address the concerns raised in the audit.*

**4.****Required Reporting to the General Assembly**

State law requires the state Board of Education to report specific components regarding the retention and recruitment of teachers in the state's schools to the General Assembly. The General Assembly may not be receiving a complete picture regarding teacher shortages because the department has not reported the required retention and recruitment information.

Section 161.098, RSMo 2000, requires the report to include, but not be limited to: information on the number of teachers entering and leaving employment in the state's public schools, analysis of the issues affecting teacher recruitment, including the need for identifying African-American and other minority students, including males, who show potential or interest in becoming a teacher, recruiting such students as prospective teachers, and methods for providing financial aid to such students, and suggestions for meeting predicted needs of numbers of teachers and in areas of certification. This statute required for such reporting to begin on December 15, 1999, and annually thereafter.

For 1999, the DESE received funding which allowed the University of Missouri-Columbia to conduct a review on retention and recruitment of Missouri's public school teachers. The university published a report on its review in January 2000. While the UMC report included much of the required information, the report did not identify the methods being used by the state to recruit prospective teachers or the methods for providing financial aid to such students. The DESE reported no information to the General Assembly for calendar year 2000 reporting purposes. The department cited a lack of funding as the reason for not submitting the required report. In addition, due to the department's computer system not being properly updated, information regarding teacher supply and demand contained in a report generated by Southwest Missouri State University and submitted to the State Board of Education was erroneous.

In addition to the requirement noted above, Section 161.092, RSMo 2000, requires the state board of education to file an annual report with the General Assembly. A report containing the required statistical information has been filed annually. However, this state law also requires the report to contain the board's suggestions for the improvement of public schools. Although our review of recent annual reports noted information about education related highlights and summaries of legislation, no suggestions or recommendations were included in the recent annual reports. The most recent annual report which contained recommendations or suggestions was the 1990-91 Report of the Public Schools of Missouri.

These reporting requirements provide another means for the department to inform the General Assembly and the public about the challenges and needs of the department and the state's public school system. This reporting could help to more effectively communicate issues facing the department, including teacher shortages.

**WE RECOMMEND** the DESE comply with the state law and provide the General Assembly with the required information regarding teacher recruitment and retention in the state. In addition, the DESE needs to ensure all information provided is accurate.

#### **AUDITEE'S RESPONSE**

*In January 2002, we provided the General Assembly the required information regarding teacher recruitment and retention in the state. We will continue to prepare and submit reports that are consistent with the requirements of state law and standards adopted by the State Board of Education.*

**5.**

#### **Certification Policy Changes**

Our review found that the most recent certification policy change is inconsistent with previous policy changes as well as inconsistent with the department's goals. One policy change, which was implemented in 1997, removed the option for a teacher to more easily obtain additional certification in a secondary content area for 7<sup>th</sup> through 9<sup>th</sup> grade. The

department felt this certification option was not producing qualified teachers in those additional fields. Then, in June 2001, the State Board of Education adopted the Temporary Authorization Certificate which allowed anyone with a bachelor's degree to obtain a teaching certificate for any subject area, except for the areas of elementary, early childhood, and early childhood special education. The only renewal requirement for this certificate is the completion of nine academic credit hours each year towards a professional teaching certificate in the area of their assignment. This certification option, which may increase the number of available teachers, allows even less qualified teachers to become certified to teach than did the original 7<sup>th</sup> through 9<sup>th</sup> grade certificate.

In the publication Meeting the Challenge: Providing Superior Public Education for all Missouri Students, as approved by the State Board of Education in November 1998, the Board outlines goals for education in regards to students, teachers, schools and districts, and families and communities. Included in the teacher goals is devising professional standards which require all practicing educators to demonstrate subject-matter knowledge, a wide array of effective teaching skills, and the know-how to work with students with diverse abilities and from diverse backgrounds. Since the 2001 policy change allows anyone with a bachelor's degree to obtain a teaching certificate and does not require teaching skills or the ability to work with students, the change appears to be inconsistent with the department's goals.

Since individuals obtaining a temporary authorization certificate will not be fully certified, the percentage of unqualified teachers will increase due to this change in certification policy. However, if the teachers with the temporary certification meet the renewal requirement, they will eventually become fully certified and possibly close the gap in the critical need areas. If the objective of the board is to increase the supply of teachers to instruct courses as the shortage situation looms, that objective should be consistent in certification policy changes and identified in department goals.

**WE RECOMMEND** the DESE ensure future policy changes regarding certification are consistent and supportive of department goals.

### **AUDITEE'S RESPONSE**

*The Department will take this recommendation under advisement.*

**6.**

### **Certification Requirements**

The 1999-2000 annual SMSU study noted that according to school administrators' perceptions, one of the largest contributing factors for shortages in their districts was that teacher certification requirements are too stringent. Although administrators have noted this as a significant factor regarding teacher recruitment and retention, this is an area that the DESE has not reviewed. We compared Missouri's certification requirements for

some critical need subject areas to those of two neighboring states, Iowa and Kentucky. Our review of certification requirements noted that Missouri's course requirements and qualifying test scores are more stringent than these states in some areas.

The department should review teacher certification requirements and compare them to other states to determine if its requirements are reasonable, adequate, and consistent with the Board's education goals.

**WE RECOMMEND** the DESE perform a formal evaluation of Missouri's teacher certification requirements, including a comparison to other states, and make any changes determined necessary to recruit and retain teachers while still meeting the state's education program goals.

### **AUDITEE'S RESPONSE**

*The Department will take this recommendation under advisement.*

<b>7. Efforts and Incentives to Address Teacher Shortages</b>
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- A. During our review, we researched the initiatives and efforts toward teacher retention and recruitment in other states and noted the following:
- The state of California allows credentialed teachers to reduce their state income tax by up to \$1,500 with their Teacher Retention Tax Credit which became effective with tax returns filed for 2000. This is an incentive to encourage teachers to remain in the profession and to partially compensate them for their unreimbursed classroom materials and supplies expenses. The teacher must hold a California preliminary or professional teaching certificate, be currently teaching at a qualified education institution, and have completed at least four years of credentialed teaching at a qualifying education institution.
  - Massachusetts has the Massachusetts Signing Bonus Program for New Teachers to recruit, attract, train, and retain high quality educators. The program is open to qualified college seniors majoring in all academic areas, and to successful working professionals who had never been full-time public school teachers. Successful applicants receive a \$20,000 signing bonus which is distributed in four annual increments, beginning with \$8,000 the first year. The bonus is paid from a state endowment fund made up of both public and private revenue sources and is the only statewide teacher recruitment campaign in the nation to offer a signing bonus. This initiative is extremely successful in recruiting out-of-state applicants as 23 percent of the selected individuals in 2000 were from states outside of Massachusetts.

The above programs are not available in Missouri on a statewide basis. Such programs could help to address the state's teacher shortages.

- B. One of Missouri's efforts aimed at retaining teachers in Missouri's public schools includes the passage of new laws granting educators greater long-term retirement benefits. These retirement benefits are funded through contributions by school districts and current teachers, not by general state tax revenues. However, no incentive is provided to persuade retirees to continue in or re-enter the teaching workforce.

Retired teachers are a valuable resource for Missouri's public school districts as they have experience in teaching and could provide a short-term solution to the teacher shortages. The retirement system administered by the Public School Retirement System only allows a teacher to work a total of 550 clock hours each school year. If this limit is exceeded, the retired teacher risks losing his/her benefits, while also not further building his/her retirement accounts. Therefore, the current retirement policy may be worsening the teacher shortage situation by eliminating or discouraging the use of retired teachers.

The public school retirement system for teachers in the metropolitan school district of St. Louis allows teachers to teach or be an administrator in a charter school for four years without losing retirement benefits. This provision was increased from two to four years of service as a result of legislation approved in 2001. In addition, recent changes to the Missouri State Employees Retirement System offer financial incentives to state employees who are eligible for retirement to remain employed for another two to five years. A similar law change for Missouri public school retirement systems would allow teachers to continue in the classroom without being penalized on their retirement benefits.

It should be noted that the states of Kentucky, South Carolina, and Tennessee have enacted legislation to allow retired teachers to be rehired in critical shortage areas while maintaining their full retirement benefits.

- C. We contacted some of the state's school districts to determine what is being done at the district level to address critical need subject areas. None of the twenty districts we contacted have higher salary ranges for subject areas considered a critical need. However, a few districts' salary schedules indicated that the school board reserved the right to pay additional benefits in the areas of critical shortage. One district indicated that new teachers to the district entering secondary math, science, and special education receive an additional \$1,500 to their annual salary when hired. Another district indicated that it offers salary stipends of \$500 to teachers in math, science, and reading as well as a \$3,000 salary for at risk counselors. These districts are using financial incentives to reduce specific shortage situations.

Some districts indicated that the extensive levels of education and certification required for certain positions make it difficult for the smaller districts to fill vacancies. Some districts do not have the financial means to offer higher salaries and benefits to compensate for those requirements resulting in their critical shortage areas.

To the extent possible, financial incentives through adjustments in the districts' salary schedules may help in the recruitment and retention of teachers, particularly in critical need subject areas.

- D. Missouri does not offer financial incentives to teachers who agree to work in underserved geographical areas. In particular, underserved areas such as those with low achievement or urbanized areas with a higher level of minority students are considered areas suffering from critical shortage. These districts have a harder time filling job vacancies which often results in more out-of-field teachers.

Underserved areas in other parts of the nation have different types of financial incentives they offer to reduce their shortage problem. For example, Wellpinit School District on the Spokane Indian Reservation in Washington offers teachers subsidized housing, laptop computers, eight computers and a copy machine for each classroom and a full-time teaching assistant. Also, free breakfast and lunch is provided if the teacher will eat with the students. In New York, teachers who have received National Board Certification and who agree to serve for up to three years in a low performing public school will receive, in addition to their base salaries, an annual award of \$10,000 for each year up to three years. In addition, for teachers who agree to teach in a geographical shortage area or a subject shortage area, New York offers annual \$3,400 grants for one to four years of service; stipends of up to \$2,000 for test preparation workshops or coursework; and tuition reimbursement up to \$2,100 per year renewable for one year for coursework taken for certification. In California, National Board Certified teachers receive an additional one-time stipend of \$20,000 if they agree to teach for four years in a low performing school.

Such incentives may also be necessary in Missouri to alleviate the teacher shortages in underserved areas as administrators noted that school and community factors played some role in teacher shortage. However, there were no statistics regarding teacher turnover in underserved areas in Missouri.

- E. In Missouri, one salary incentive teachers who have taught for at least five years can benefit from are the supplemental pay amounts for participation in the Career Ladder Program. During the 2000-01 school year, 322 districts representing 16,688 teachers (about 25% of the teachers statewide) participated in the Career Ladder. The Career Ladder was established by Section 168.500, RSMo 2000, which outlines specific qualification requirements for each of the three stages of

the ladder. The yearly supplemental pay is \$1,500 for stage one, \$3,000 for stage two, and \$5,000 for stage three. The supplemental pay amounts were established in the Excellence in Education Act of 1985 and have never been increased.

While the participation rate in this program has been significant, the program's ability to continue to serve as a retention tool may be diminished if the supplemental pay amounts are not periodically increased.

- F. Although some individual school districts may offer financial incentive for National Board Certification, there exists no statewide incentive for such certification. According to the National Board for Professional Teaching Standards, the National Board Certification (NBC) was created so that teachers, like professionals in other fields, can achieve distinction by demonstrating through a demanding performance assessment that they meet high and rigorous standards for what accomplished teachers should know and be able to do. At December 31, 2000, only forty-four Missouri teachers had obtained the NBC. Nationwide, 9,531 teachers had obtained this certification. The application fee for the NBC is \$2,300 in which the state, in conjunction with federal subsidy, supports 75 percent of this fee; therefore, the teacher is still responsible for \$575.

The Missouri Board of Education has approved a policy that allows the local school districts to automatically move NBC teachers to stage three on the Career Ladder as well as reduce or eliminate the extra Career Ladder responsibilities such as the attendance of workshops, completion of college credit hours, and additional local district requirements. Two Missouri districts notified the DESE that they offer financial incentives for their NBC teachers; however, the state does not offer any salary incentives. One of these districts offers an annual \$1,000 increase in salary for three years and the other offers a \$3,000 annual stipend.

We reviewed other states to determine if they offered financial incentives for teachers who obtain the NBC. Below are some of the incentives we noted for other states in the nation:

- Alabama NBC teachers receive an annual \$5,000 salary increase. Through 2000, Alabama had 146 NBC teachers and 101 of those obtained the certification during 2000.
- The National Board for Professional Teaching Standards Certification Incentive Program in California (787 NBC teachers) provides grants to school districts which allows them to award one-time \$10,000 stipends to teachers who obtain NBC.
- Illinois (189 NBC teachers) NBC teachers receive a one-time \$3,000 stipend.



- Iowa (234 NBC teachers) NBC teachers receive \$5,000 annually for the ten-year life of the NBC certificate if it was obtained by May 1, 2000, and \$2,500 annually for the life of the certificate if obtained after May 1, 2000.
- Kentucky (85 NBC teachers) NBC teachers receive \$2,000 annually for the life of their certification.

State support for such incentives could help to recruit and retain teachers in the state's public schools.

**WE RECOMMEND** the DESE support legislation which provides state support for financial incentives targeted towards critical shortages in geographical and subject areas, the career ladder programs, and the National Board Certification. We further recommend the DESE evaluate the benefits of providing incentives and seeking changes in the teacher retirement system to allow retirees to re-enter the teaching workforce without loss of retirement benefits.

#### **AUDITEE'S RESPONSE**

*The Department will take this recommendation under advisement. It should be noted that many districts and other entities outside the DESE provide incentives. The DESE supports scholarships for prospective teachers, tuition reimbursement for teachers going into high need areas, the Career Ladder program, and has recently developed a Transition to Teaching recruitment project.*

This report is intended for the information of the department's management and other applicable government officials. However, this report is a manner of public record and its distribution is not limited.

## APPENDICES

## APPENDIX A

### TEACHER DEMAND BY CERTIFICATION AREA YEAR ENDED JUNE 30, 2001

<b>Considerable Shortage (5-4.21)</b>	<b>Score</b>	<b>Some Shortage (4.2-3.41)</b>	<b>Score</b>
Deaf/Blind	4.79	Library Media Specialist	4.19
Hearing Impaired	4.76	Music - Vocal	4.18
Visually Impaired	4.76	Technology Education	4.16
Physics	4.72	Special Reading	4.16
Severe Developmental Disabilities	4.73	Journalism	4.04
Autism	4.73	Superintendent	4.00
Behaviorally Disordered	4.71	Speech/Theatre	4.00
Physical/Other Health Impaired	4.68	Drivers Education	3.97
German	4.63	Vocational Director	3.95
School Psychologist/Psychological	4.61	Secondary Principal/Vice Principal	3.95
Chemistry	4.61	Art	3.93
Mentally Retardation/Handicapped	4.61	Business Education	3.89
Cross Categorical	4.60	Vocational Supervisor	3.88
Counselor - Elementary	4.58	Middle School Principal/Vice Principal	3.87
Speech/Language Specialist	4.58	Assistant Superintendent	3.78
Counselor - Secondary	4.56	Reserve Officer Training Corps	3.73
French	4.56	Elementary Principal/Vice Principal	3.62
Orientation and Mobility Specialist	4.55	Middle School - Communication Arts	3.62
Spanish	4.53	English	3.59
Industrial Technology	4.50	School Nurse	3.56
Secondary - Mathematics	4.50	Health	3.49
Learning Disabled	4.50		
Occupational Therapy	4.44	<b>Balance Supply (3.40-2.61)</b>	<b>Score</b>
Physical Therapy	4.44	Middle School - Social Studies	3.35
English for Speakers of Other Languages	4.42	Early Childhood (Pre-Kindergarten-3)	3.29
Middle School - Mathematics	4.39	Social Science	3.07
Middle School - Science	4.38	Physical Education	3.05
Earth Science	4.34	Elementary Education (1-6)	2.87
Biology	4.34		
Special Education Early Childhood (Preschool-Kindergarten)	4.32	<b>Some Surplus (2.6-1.81)</b>	
Gifted	4.30	None	
Family & Consumer Science	4.26		
Agriculture Education	4.22	<b>Considerable Surplus (1.80-1)</b>	
Music- Instrumental	4.21	None	

Source: Southwest Missouri State University's Teacher and Administrator Supply and Demand in Missouri, 2000-2001 Report

**APPENDIX B**
**PERCENTAGE OF COURSES TAUGHT BY UNQUALIFIED TEACHERS (BY SUBJECT AREA)**  
**THREE YEARS ENDED JUNE 30, 2001**

2000-2001						
Subject Area	Special Assignment Certificate	Provisional Certificate	Substitute Certificate	No Certificate	Incorrect Certificate	Total Courses Taught by Unqualified Teacher
Elementary	0.0%	3.0%	0.4%	0.6%	0.8%	4.8%
Language Arts	0.3%	5.5%	0.6%	0.6%	3.1%	10.1%
Math	0.9%	4.9%	0.8%	1.0%	2.9%	10.5%
Science	1.7%	7.4%	0.9%	1.1%	4.8%	15.9%
Social Studies	0.1%	5.3%	0.3%	0.5%	2.1%	8.3%
Foreign Language	1.2%	4.3%	1.3%	1.5%	1.6%	9.9%
Music	1.1%	3.6%	1.5%	1.4%	1.5%	9.1%
Art	0.7%	2.3%	0.7%	0.7%	1.3%	5.7%
PE	0.2%	5.8%	0.6%	0.8%	3.4%	10.8%
Special Education	1.1%	9.2%	1.1%	0.9%	2.1%	14.4%
Agriculture	0.3%	1.8%	0.1%	0.7%	5.0%	7.9%
Business	0.4%	2.8%	0.2%	1.0%	2.6%	7.0%
Family & Consumer Science	0.8%	1.6%	0.9%	0.4%	7.7%	11.4%
Health Occupations	0.0%	0.0%	0.4%	1.2%	3.7%	5.3%
Marketing	0.0%	0.5%	0.1%	0.0%	7.1%	7.7%
Industrial Technology	1.1%	4.1%	0.9%	0.9%	4.9%	11.9%
Trade & Industry	0.0%	0.0%	0.1%	0.9%	4.4%	5.4%
Miscellaneous	0.0%	6.4%	0.9%	1.0%	2.7%	11.0%
Total	0.6%	5.1%	0.7%	0.8%	2.8%	10.0%

1999-2000						
Subject Area	Special Assignment Certificate	Provisional Certificate	Substitute Certificate	No Certificate	Incorrect Certificate	Total Courses Taught by Unqualified Teacher
Elementary	0.0%	2.9%	0.1%	0.4%	0.5%	3.9%
Language Arts	0.1%	4.6%	0.4%	0.3%	2.7%	8.1%
Math	0.3%	5.2%	0.6%	0.5%	2.4%	9.0%
Science	0.5%	7.5%	0.5%	0.8%	4.9%	14.2%
Social Studies	0.0%	4.9%	0.4%	0.4%	2.1%	7.8%
Foreign Language	0.7%	4.8%	1.1%	0.7%	1.6%	8.9%
Music	0.0%	3.3%	1.1%	1.0%	2.2%	7.6%
Art	0.0%	2.6%	0.4%	1.0%	1.0%	5.0%
PE	0.1%	5.2%	0.5%	0.5%	3.1%	9.4%
Special Education	0.2%	11.1%	0.7%	1.1%	3.2%	16.3%
Agriculture	0.0%	3.3%	0.3%	0.0%	3.6%	7.2%
Business	0.3%	2.1%	0.3%	0.4%	1.7%	4.8%
Family & Consumer Science	0.5%	1.1%	0.7%	0.4%	6.0%	8.7%
Health Occupations	0.0%	0.0%	0.4%	0.0%	3.9%	4.3%
Marketing	0.0%	0.4%	0.0%	0.0%	8.3%	8.7%
Industrial Technology	0.7%	2.5%	0.2%	0.8%	4.3%	8.5%
Trade & Industry	0.0%	0.0%	0.1%	0.5%	4.4%	5.0%
Miscellaneous	0.0%	6.2%	0.6%	0.7%	2.7%	10.2%
Total	0.2%	5.0%	0.5%	0.6%	2.7%	9.0%

1998-1999						
Subject Area	Special Assignment Certificate	Provisional Certificate	Substitute Certificate	No Certificate	Incorrect Certificate	Total Courses Taught by Unqualified Teacher
Elementary	0.0%	2.9%	0.0%	0.2%	0.6%	3.7%
Language Arts	0.0%	4.7%	0.2%	0.2%	2.2%	7.3%
Math	0.0%	5.2%	0.2%	0.3%	2.4%	8.1%
Science	0.2%	6.5%	0.3%	0.5%	5.8%	13.3%
Social Studies	0.0%	4.1%	0.1%	0.2%	2.0%	6.4%
Foreign Language	0.2%	4.4%	0.4%	0.6%	2.2%	7.8%
Music	0.1%	3.6%	0.5%	0.2%	2.0%	6.4%
Art	0.1%	2.6%	0.2%	0.3%	1.0%	4.2%
PE	0.0%	4.8%	0.1%	0.5%	3.5%	8.9%
Special Education	0.0%	10.3%	0.3%	0.6%	5.1%	16.3%
Agriculture	0.0%	5.6%	0.1%	1.4%	2.3%	9.4%
Business	0.1%	2.4%	0.1%	0.2%	1.7%	4.5%
Family & Consumer Science	0.4%	1.4%	0.3%	0.3%	4.8%	7.2%
Health Occupations	0.0%	0.0%	0.0%	0.4%	4.8%	5.2%
Marketing	0.0%	0.4%	0.0%	0.0%	6.8%	7.2%
Industrial Technology	0.5%	2.2%	0.3%	0.2%	3.4%	6.6%
Trade & Industry	0.0%	0.0%	0.0%	0.9%	4.1%	5.0%
Miscellaneous	0.2%	5.9%	0.2%	0.4%	2.4%	9.1%
Total	0.1%	4.8%	0.2%	0.4%	2.8%	8.3%

Source: DESE's Appropriate Certification Report and queries of the DESE's Core Data and Certification Database

## APPENDIX C

### MISSOURI'S PUBLIC SCHOOL DISTRICTS' AVERAGE TEACHER SALARIES YEAR ENDED JUNE 30, 2001

District Name	Salary	Rank	District Name	Salary	Rank
CLAYTON	52,535	1	WAYNESVILLE R-VI	35,849	54
LADUE	49,905	2	KEARNEY R-I	35,728	55
PARKWAY C-2	49,613	3	WEST PLAINS R-VII	35,709	56
PATTONVILLE R-III	48,894	4	CENTRAL R-III	35,613	57
BRENTWOOD	46,913	5	FARMINGTON R-VII	35,462	58
RITENOUR	46,541	6	SOUTH PEMISCOT CO. R-V	35,279	59
MEHLVILLE R-IX	45,998	7	SPRINGFIELD R-XII	34,994	60
KIRKWOOD R-VII	45,895	8	DUNKLIN R-V	34,929	61
NORMANDY	44,892	9	SCHOOL OF THE OSAGE R-II	34,907	62
FERGUSON-FLORISSANT R-II	44,542	10	CHILLICOTHE R-II	34,787	63
RIVERVIEW GARDENS	44,318	11	MARSHALL	34,741	64
WEBSTER GROVES	44,210	12	JACKSON R-II	34,711	65
LINDBERGH R-VIII	44,147	13	WESTRAN R-I	34,624	66
SPECL. SCH. DST. ST. LOUIS CO.	43,081	14	WELLSTON	34,597	67
JENNINGS	42,836	15	DESOTO 73	34,589	68
ROCKWOOD R-VI	42,022	16	LIBERTY 53	34,471	69
UNIVERSITY CITY	41,853	17	MIDWAY R-I	34,362	70
HAZELWOOD	41,519	18	STE. GENEVIEVE CO. R-II	34,308	71
FOX C-6	41,502	19	UNION R-XI	34,294	72
AFFTON 101	41,292	20	EXCELSIOR SPRINGS 40	34,147	73
CENTER 58	41,244	21	DEXTER R-XI	34,125	74
VALLEY PARK	41,123	22	CHARLESTON R-I	33,979	75
LEE'S SUMMIT R-VII	40,604	23	JEFFERSON CITY	33,927	76
HANCOCK PLACE	40,344	24	KENNETT 39	33,906	77
ST. CHARLES R-VI	39,847	25	RAYMORE-PECULIAR R-II	33,751	78
FRANCIS HOWELL R-III	39,832	26	OAK GROVE R-VI	33,751	79
HICKMAN MILLS C-1	39,436	27	MERAMEC VALLEY R-III	33,572	80
RAYTOWN C-2	39,346	28	POTOSI R-III	33,572	81
MAPLEWOOD-RICHMOND HEIGHTS	39,258	29	MARSHFIELD R-I	33,529	82
KANSAS CITY 33	39,210	30	ST. CLAIR R-XIII	33,502	83
NORTH KANSAS CITY 74	39,165	31	CAMDENTON R-III	33,498	84
WENTZVILLE R-IV	38,968	32	HOWELL VALLEY R-I	33,233	85
GRANDVIEW C-4	38,906	33	CARUTHERSVILLE 18	33,207	86
FORT OSAGE R-I	38,448	34	HARRISONVILLE R-IX	33,206	87
INDEPENDENCE 30	38,367	35	LATHROP R-II	33,146	88
PARK HILL	38,285	36	WARRENSBURG R-VI	33,104	89
BLUE SPRINGS R-IV	38,157	37	ODESSA R-VII	33,083	90
FESTUS R-VI	37,882	38	SOUTH CALLAWAY CO. R-II	32,964	91
ST. CHARLES CO. R-V	37,655	39	NORTH PEMISCOT CO. R-I	32,950	92
BAYLESS	37,608	40	PLEASANT HILL R-III	32,868	93
NORTHWEST R-I	37,555	41	SULLIVAN C-2	32,852	94
PLATTE CO. R-III	37,369	42	BOONVILLE R-I	32,833	95
ST. LOUIS CITY	37,214	43	MOUNTAIN GROVE R-III	32,683	96
COLUMBIA 93	37,156	44	HARTVILLE R-II	32,663	97
BELTON 124	36,999	45	ELDON R-I	32,621	98
HILLSBORO R-III	36,927	46	PERRY CO. 32	32,565	99
TROY R-III	36,673	47	SMITHVILLE R-II	32,486	100
WINDSOR C-1	36,562	48	SCOTT CITY R-I	32,468	101
HAYTI R-II	36,440	49	NEOSHO R-V	32,291	102
FT. ZUMWALT R-II	36,372	50	IRON CO. C-4	32,249	103
WARSAW R-IX	36,017	51	BRANSON R-IV	32,225	104
WASHINGTON	35,936	52	WEBB CITY R-VII	32,185	105
ST. JOSEPH	35,874	53	PEMISCOT CO. R-III	32,092	106

MISSOURI'S PUBLIC SCHOOL DISTRICTS' AVERAGE TEACHER SALARIES  
YEAR ENDED JUNE 30, 2001

District Name	Salary	Rank	District Name	Salary	Rank
TWIN RIVERS R-X	32,092	107	TRENTON R-IX	30,469	162
REPUBLIC R-III	32,042	108	WINFIELD R-IV	30,457	163
NEW MADRID CO. R-I	32,038	109	CARTHAGE R-IX	30,452	164
NORTH PLATTE CO. R-I	32,029	110	MARYVILLE R-II	30,384	165
MEXICO 59	32,001	111	WILLOW SPRINGS R-IV	30,374	166
NORTH ST. FRANCOIS CO. R-I	31,961	112	HANNIBAL 60	30,371	167
AVA R-I	31,760	113	MACON CO. R-I	30,360	168
SIKESTON R-VI	31,749	114	CAPE GIRARDEAU 63	30,338	169
OZARK R-VI	31,708	115	SCOTT CO. R-IV	30,324	170
GASCONADE CO. R-II	31,700	116	PIKE CO. R-III	30,285	171
WILLARD R-II	31,695	117	NIXA R-II	30,225	172
TARKIO R-I	31,679	118	HARRISBURG R-VIII	30,216	173
LEXINGTON R-V	31,665	119	ALBANY R-III	30,215	174
RICHARDS R-V	31,626	120	MALDEN R-I	30,198	175
NEVADA R-V	31,613	121	GALLATIN R-V	30,161	176
ORRICK R-XI	31,603	122	MONETT R-I	30,157	177
CLINTON	31,585	123	MCDONALD CO. R-I	30,141	178
LEBANON R-III	31,580	124	GREENE CO. R-VIII	30,111	179
ROLLA 31	31,367	125	FULTON 58	30,090	180
GASCONADE CO. R-I	31,359	126	COLE CAMP R-I	30,079	181
PEMISCOT CO. SPEC. SCH. DIST.	31,351	127	SANTA FE R-X	30,063	182
SENATH-HORNERSVILLE C-8	31,346	128	HOLCOMB R-III	30,063	183
FREDERICKTOWN R-I	31,341	129	BOWLING GREEN R-I	30,056	184
ST. JAMES R-I	31,329	130	WARREN CO. R-III	30,022	185
CAMERON R-I	31,283	131	CHAFFEE R-II	29,957	186
PUXICO R-VIII	31,282	132	LAFAYETTE CO. C-1	29,954	187
MOBERLY	31,258	133	CRAWFORD CO. R-II	29,936	188
EAST BUCHANAN CO. C-1	31,228	134	SUMMERSVILLE R-II	29,905	189
BERNIE R-XIII	31,223	135	STEELVILLE R-III	29,819	190
PORTAGEVILLE	31,213	136	SALISBURY R-IV	29,764	191
CENTRALIA R-VI	31,175	137	CARL JUNCTION R-I	29,689	192
ELSBERRY R-II	31,167	138	DELTA C-7	29,681	193
GRAIN VALLEY R-V	31,149	139	KING CITY R-I	29,675	194
NEELYVILLE R-IV	31,117	140	NORWOOD R-I	29,674	195
POPLAR BLUFF R-I	31,110	141	RIPLEY CO. R-IV	29,663	196
SAVANNAH R-III	31,095	142	DONIPHAN R-I	29,657	197
CASSVILLE R-IV	31,070	143	BOLIVAR R-I	29,654	198
KNOB NOSTER R-VIII	31,016	144	AURORA R-VIII	29,609	199
BROOKFIELD R-III	31,000	145	HOLDEN R-III	29,594	200
CAMPBELL R-II	30,989	146	SEDALIA 200	29,568	201
CLINTON CO. R-III	30,948	147	PETTIS CO. R-XII	29,557	202
LICKING R-VIII	30,842	148	FAIRVIEW R-XI	29,541	203
REEDS SPRING R-IV	30,805	149	CRYSTAL CITY 47	29,528	204
EAST PRAIRIE R-II	30,739	150	SENECA R-VII	29,508	205
BUTLER R-V	30,690	151	EL DORADO SPRINGS R-II	29,463	206
SOUTHERN BOONE CO. R-I	30,689	152	CABOOL R-IV	29,440	207
WEST PLATTE CO. R-II	30,659	153	KIRKSVILLE R-III	29,425	208
LAWSON R-XIV	30,658	154	MONITEAU CO. R-I	29,398	209
PALMYRA R-I	30,657	155	HARDIN-CENTRAL C-2	29,372	210
MORGAN CO. R-II	30,553	156	LACLEDE CO. R-I	29,338	211
WOODLAND R-IV	30,546	157	WALNUT GROVE R-V	29,330	212
COOTER R-IV	30,546	158	CARROLLTON R-VII	29,323	213
MID-BUCHANAN CO. R-V	30,519	159	SOUTHLAND C-9	29,309	214
BOONE CO. R-IV	30,493	160	JOPLIN R-VIII	29,292	215
DIXON R-I	30,477	161	MT. VERNON R-V	29,280	216

MISSOURI'S PUBLIC SCHOOL DISTRICTS' AVERAGE TEACHER SALARIES  
YEAR ENDED JUNE 30, 2001

<b>District Name</b>	<b>Salary</b>	<b>Rank</b>	<b>District Name</b>	<b>Salary</b>	<b>Rank</b>
HAMILTON R-II	29,278	217	OSAGE CO. R-III	28,181	272
ARCADIA VALLEY R-II	29,264	218	CLEARWATER R-I	28,176	273
PUTNAM CO. R-I	29,259	219	LONEDELL R-XIV	28,159	274
VAN-FAR R-I	29,220	220	OSAGE CO. R-I	28,133	275
SOUTHWEST R-V	29,215	221	STRAFFORD R-VI	28,129	276
CRAWFORD CO. R-I	29,213	222	SPRING BLUFF R-XV	28,124	277
BLOOMFIELD R-XIV	29,196	223	PULASKI CO. R-IV	28,100	278
FORSYTH R-III	29,189	224	WELLSVILLE MIDDLETOWN R-I	28,100	279
ADVANCE R-IV	29,112	225	CONCORDIA R-II	28,092	280
LOUISIANA R-II	29,097	226	APPLETON CITY R-II	28,086	281
PRINCETON R-V	29,079	227	AVENUE CITY R-IX	28,080	282
MAYSVILLE R-I	29,073	228	UNION STAR R-II	28,064	283
JEFFERSON CO. R-VII	29,023	229	MONROE CITY R-I	28,038	284
BISMARCK R-V	29,000	230	HENRY CO. R-I	28,033	285
EAST NEWTON CO. R-VI	28,971	231	SOUTH HARRISON CO. R-II	28,017	286
GRANDVIEW R-II	28,964	232	GREEN RIDGE R-VIII	28,016	287
HOLLISTER R-V	28,955	233	WINONA R-III	28,016	288
FAIR GROVE R-X	28,954	234	DREXEL R-IV	28,007	289
MONITEAU CO. R-VI	28,948	235	PHELPS CO. R-III	27,984	290
NORTH CALLAWAY CO. R-I	28,945	236	COLE CO. R-V	27,969	291
BUNKER R-III	28,941	237	SLATER	27,935	292
WORTH CO. R-III	28,919	238	NORTH DAVIESS R-III	27,918	293
MONTGOMERY CO. R-II	28,906	239	EAST LYNNE 40	27,914	294
WELLINGTON-NAPOLEON R-IX	28,882	240	LINCOLN R-II	27,907	295
STOCKTON R-I	28,871	241	ROCK PORT R-II	27,784	296
LACLEDE CO. C-5	28,840	242	BELLEVUE R-III	27,781	297
SALEM R-80	28,829	243	PLEASANT HOPE R-VI	27,762	298
MANSFIELD R-IV	28,812	244	LESTERVILLE R-IV	27,743	299
RICHMOND R-XVI	28,795	245	NEWBURG R-II	27,736	300
KINGSTON K-14	28,795	246	RICHWOODS R-VII	27,668	301
WRIGHT CITY R-II	28,738	247	LAMAR R-I	27,617	302
LEWIS CO. C-1	28,702	248	SOUTH HOLT CO. R-I	27,572	303
ADRIAN R-III	28,700	249	FAYETTE R-III	27,553	304
CRANE R-III	28,647	250	THAYER R-II	27,530	305
STANBERRY R-II	28,632	251	GREEN FOREST R-II	27,529	306
MARCELINE R-V	28,620	252	LONE JACK C-6	27,500	307
GREENVILLE R-II	28,600	253	JUNCTION HILL C-12	27,467	308
GREEN CITY R-I	28,600	254	GLENWOOD R-VIII	27,441	309
DIAMOND R-IV	28,595	255	VAN BUREN R-I	27,415	310
ASH GROVE R-IV	28,560	256	SEYMOUR R-II	27,375	311
NEW HAVEN	28,500	257	HALE R-I	27,366	312
VALLEY R-VI	28,482	258	HURLEY R-I	27,331	313
ST. ELIZABETH R-IV	28,452	259	FORDLAND R-III	27,325	314
WEST ST. FRANCOIS CO. R-IV	28,421	260	NORTH MERCER CO. R-III	27,310	315
DELTA R-V	28,411	261	OAK RIDGE R-VI	27,293	316
EAST CARTER CO. R-II	28,380	262	CLARK CO. R-I	27,261	317
ALTENBURG 48	28,377	263	MARION CO. R-II	27,261	318
OSCEOLA	28,355	264	SCOTT CO. CENTRAL	27,239	319
DALLAS CO. R-I	28,336	265	NORTH NODAWAY CO. R-VI	27,233	320
CASS CO. R-V	28,325	266	TRI-COUNTY R-VII	27,214	321
SHELBY CO. R-IV	28,315	267	GREENFIELD R-IV	27,200	322
MISSOURI CITY 56	28,279	268	HOUSTON R-I	27,134	323
IBERIA R-V	28,223	269	NEW FRANKLIN R-I	27,113	324
SUNRISE R-IX	28,208	270	ORAN R-III	27,105	325
HICKORY CO. R-I	28,188	271	RICHLAND R-I	27,102	326

MISSOURI'S PUBLIC SCHOOL DISTRICTS' AVERAGE TEACHER SALARIES  
YEAR ENDED JUNE 30, 2001

<b>District Name</b>	<b>Salary</b>	<b>Rank</b>	<b>District Name</b>	<b>Salary</b>	<b>Rank</b>
SCOTLAND CO. R-I	27,096	327	COWGILL R-VI	26,137	382
SOUTH IRON CO. R-I	27,091	328	CANTON R-V	26,122	383
NORTHEAST RANDOLPH CO. R-IV	27,090	329	STOUTLAND R-II	26,094	384
MOUNTAIN VIEW-BIRCH TREE R-III	27,087	330	LOCKWOOD R-I	26,088	385
ALTON R-IV	27,072	331	MILLER CO. R-III	26,082	386
SOUTH NODAWAY CO. R-IV	27,051	332	LAKELAND R-III	26,079	387
COLE CO. R-I	27,012	333	JEFFERSON C-123	26,060	388
SMITHTON R-VI	27,002	334	RIPLEY CO. R-III	26,026	389
GIDEON 37	26,997	335	MEADVILLE R-IV	25,949	390
MORGAN CO. R-I	26,988	336	NELL HOLCOMB R-IV	25,946	391
JASPER CO. R-V	26,986	337	MACKS CREEK R-V	25,945	392
BRUNSWICK R-II	26,983	338	SOUTHWEST LIVINGSTON CO. R-I	25,875	393
GAINESVILLE R-V	26,982	339	ATLANTA C-3	25,873	394
OSAGE CO. R-II	26,977	340	FRANKLIN CO. R-II	25,868	395
KNOX CO. R-I	26,977	341	MARIES CO. R-I	25,854	396
MOUND CITY R-II	26,958	342	GILLIAM C-4	25,844	397
HIGH POINT R-III	26,927	343	BRAYMER C-4	25,840	398
PILOT GROVE C-4	26,926	344	MILLER R-II	25,806	399
RICH HILL R-IV	26,875	345	HOWARD CO. R-II	25,783	400
STRASBURG C-3	26,869	346	KIRBYVILLE R-VI	25,781	401
LEOPOLD R-III	26,838	347	LA PLATA R-II	25,767	402
NAYLOR R-II	26,835	348	COLE CO. R-II	25,760	403
RALLS CO. R-II	26,821	349	NEWTOWN-HARRIS R-III	25,741	404
CLIMAX SPRINGS R-IV	26,811	350	BLUE EYE R-V	25,729	405
NODAWAY-HOLT R-VII	26,801	351	OTTERVILLE R-VI	25,723	406
MARIONVILLE R-IX	26,759	352	ZALMA R-V	25,716	407
PETTIS CO. R-V	26,740	353	SPARTA R-III	25,688	408
NORTH ANDREW CO. R-VI	26,737	354	NORBORNE R-VIII	25,645	409
SWEET SPRINGS R-VII	26,672	355	BILLINGS R-IV	25,644	410
BUCHANAN CO. R-IV	26,668	356	TINA-AVALON R-II	25,595	411
SHELBY CO. C-1	26,635	357	LAQUEY R-V	25,584	412
MEADOW HEIGHTS R-II	26,615	358	MILAN C-2	25,577	413
SHERWOOD CASS R-VIII	26,607	359	WEAUBLEAU R-III	25,560	414
BUCKLIN R-II	26,576	360	TANEYVILLE R-II	25,537	415
STEWARTSVILLE C-2	26,569	361	MONITEAU CO. C-1	25,473	416
KINGSVILLE R-I	26,535	362	BELL CITY R-II	25,439	417
PURDY R-II	26,532	363	BAKERSFIELD R-IV	25,432	418
GOLDEN CITY R-III	26,524	364	SPOKANE R-VII	25,391	419
SHELL KNOB 78	26,510	365	WEST NODAWAY CO. R-I	25,389	420
NORTH WOOD R-IV	26,493	366	STURGEON R-V	25,360	421
MARION C. EARLY R-V	26,468	367	HIGBEE R-VIII	25,354	422
CLEVER R-V	26,467	368	SCHUYLER CO. R-I	25,350	423
MARIES CO. R-II	26,460	369	FAIRFAX R-III	25,334	424
CLARKTON C-4	26,442	370	ROSCOE C-1	25,307	425
POLO R-VII	26,410	371	HERMITAGE R-IV	25,291	426
NORTHEAST NODAWAY CO. R-V	26,406	372	MIAMI R-I	25,251	427
PARIS R-II	26,388	373	GASCONADE C-4	25,216	428
NORTHWESTERN R-I	26,338	374	MALTA BEND R-V	25,119	429
BEVIER C-4	26,301	375	GILMAN CITY R-IV	25,101	430
CROCKER R-II	26,277	376	KELSO C-7	25,099	431
MONITEAU CO. R-V	26,264	377	MACON CO. R-IV	25,097	432
WESTVIEW C-6	26,236	378	HOLLIDAY C-2	25,089	433
LINN CO. R-I	26,209	379	HARDEMAN R-X	25,055	434
SOUTHERN REYNOLDS CO. R-II	26,175	380	LEETON R-X	25,040	435
LIBERAL R-II	26,174	381	WHEATLAND R-II	25,023	436



MISSOURI'S PUBLIC SCHOOL DISTRICTS' AVERAGE TEACHER SALARIES  
YEAR ENDED JUNE 30, 2001

<b>District Name</b>	<b>Salary</b>	<b>Rank</b>	<b>District Name</b>	<b>Salary</b>	<b>Rank</b>
PIERCE CITY R-VI	25,021	437	HUDSON R-IX	23,362	489
COMMUNITY R-VI	24,967	438	HUME R-VIII	23,251	490
BLACKWATER R-II	24,915	439	COUCH R-I	23,088	491
KEYTESVILLE R-III	24,915	440	EXETER R-VI	23,037	492
PATTONSBURG R-II	24,872	441	NORTHEAST VERNON CO. R-I	22,808	493
SARCOXIE R-II	24,845	442	BRONAUGH R-VII	22,679	494
AVILLA R-XIII	24,801	443	EVERTON R-III	22,649	495
GALENA R-II	24,799	444	FAIR PLAY R-II	22,617	496
CAINSVILLE R-I	24,788	445	REVERE C-3	22,514	497
MIAMI R-I	24,736	446	KINGSTON 42	22,479	498
BRECKENRIDGE R-I	24,709	447	CHILHOWEE R-IV	22,468	499
NORTH HARRISON R-III	24,698	448	SPICKARD R-II	22,299	500
JOHNSON CO. R-VII	24,694	449	BALLARD R-II	22,295	501
GORIN R-III	24,627	450	LAREDO R-VII	22,292	502
NEW BLOOMFIELD R-III	24,583	451	MARK TWAIN R-VIII	22,282	503
HUMANSVILLE R-IV	24,547	452	MARQUAND-ZION R-VI	22,273	504
OREARVILLE R-IV	24,531	453	CRAIG R-III	22,272	505
STRAIN-JAPAN R-XVI	24,523	454	CENTERVILLE R-I	22,262	506
LIVINGSTON CO. R-III	24,509	455	MANES R-V	22,190	507
OREGON-HOWELL R-III	24,504	456	DORA R-III	22,086	508
LA MONTE R-IV	24,501	457	LUTIE R-VI	22,007	509
MADISON C-3	24,500	458	CHADWICK R-I	21,873	510
PLATO R-V	24,402	459	LURAY 33	21,799	511
WINSTON R-VI	24,383	460	NEW YORK R-IV	21,683	512
PLEASANT VIEW R-VI	24,362	461	THORNFIELD R-I	21,581	513
DAVIS R-XII	24,332	462	RISCO R-II	21,483	514
STET R-XV	24,313	463	MIRABILE C-1	21,480	515
BONCL R-X	24,291	464	SKYLINE R-II	21,391	516
CLARKSBURG C-2	24,232	465	SWEDEBORG R-III	21,183	517
ADAIR CO. R-I	24,178	466	MIDDLE GROVE C-1	21,141	518
RIDGEWAY R-V	24,116	467	PLAINVIEW R-VIII	21,073	519
OSBORN R-O	24,067	468	SHELDON R-VIII	20,533	520
RENICK R-V	24,065	469	SHAWNEE R-III	20,252	521
PRAIRIE HOME R-V	24,057	470	WYACONDA C-1	20,236	522
RAYMONDVILLE R-VII	24,011	471	SUCCESS R-VI	19,874	523
VERONA R-VII	24,004	472	BRADLEYVILLE R-I	19,743	524
CALLAO C-8	23,995	473			
DADEVILLE R-II	23,861	474			
OAK HILL R-I	23,814	475			
SILEX R-I	23,776	476			
LEESVILLE R-IX	23,767	477			
CALHOUN R-VIII	23,764	478			
GRUNDY CO R-V	23,758	479			
NIANGUA R-V	23,744	480			
DENT-PHELPS R-III	23,708	481			
EMINENCE R-I	23,664	482			
COOPER CO. R-IV	23,661	483			
HALFWAY R-III	23,652	484			
MONTROSE R-XIV	23,628	485			
ADAIR CO. R-II	23,626	486			
WHEATON R-III	23,479	487			
BOSWORTH R-V	23,380	488			

Source: DESE's Core Data Information

## APPENDIX D

### DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION SUMMARY OF TEACHER CERTIFICATION CLASSIFICATIONS

Life Classification - refers to certificates issued and maintained without completing any further requirements after the initial issue. These certificates were issued until September 1, 1988 to graduates of Missouri teacher education programs approved by the Missouri Department of Elementary and Secondary Education or to graduates of teacher education programs approved by the state education agency in states other than Missouri, and who met the minimum certification requirements established by the Missouri State Board of Education. This classification will continue to be valid for the life of the teacher. If a teacher who holds a lifetime certificate adds a new subject area, the new area will be placed in the appropriate Professional Classification.

Professional Classification (PC) - began in September 1988, and included a tiered plan of certification which was based upon the academic preparation and teaching experience of the applicant. The State Board of Education approved a revision effective in May 1993, which included a three-level plan:

PC I - is valid for three years and is assigned to teachers with less than three years of approved teaching experience and who meet the minimum requirements and qualifications. To advance to the next level, during the valid dates of the classification, a teacher is required to:

- Participate in an entry-year mentor program
- Develop and implement a professional development plan
- Complete 30 clock hours of in-service training
- Participate in a performance - based teacher evaluation
- Participate in beginning - teacher assistance program
- Complete three years of approved teaching experience (If requirements cannot be met, an extension or reissue may be granted.)

If the above requirements cannot be completed before classification expires, the teacher should:

- Send a written request asking for a one-year extension if they will be able to complete all the requirements within that time, *OR*
- Send a written request asking for a three-year reissue if they are unable to meet the requirements with a one-year extension. This reissue will be effective for three years from the previous PCI's expiration date. Only one three-year reissue may be granted. *OR*
- If six semester hours of academic credit have been completed since PCI was issued, send a written request asking for a three-year reinstatement. @

[@ Teachers who have earned a master's degree in education or an area of certification may have their certificate reinstated without taking an additional six semester hours of credit.]

PC II - is valid for seven years and is assigned to teachers who hold a valid PC I and who provide documentation of completing all requirements for advancement to this level of certification; or, to teachers who have three years of approved teaching experience and who meet the minimum requirements for certification. To renew this certificate, during the valid dates of the classification, a teacher is required to:

- Continue following a professional development plan
- Participate in a performance-based teacher evaluation
- Complete 30 additional clock hours of in-service training
- Complete 12 semester hours of academic credit\*
- Complete seven years of approved teaching experience

Teachers may renew the PC II an unlimited number of times by repeating the requirements every seven years.

[\*Teachers who have earned a master's degree in education or in a subject area are exempt from this requirement.]

If the above requirements cannot be completed before classification expires, the teacher should:

- Send a written request asking for a three-year extension if they will be able to complete all the requirements within that time, *OR*
- If six semester hours of academic credit have been completed since PCI was issued, send a written request asking for a three-year reinstatement. @

[@ Teachers who have earned a master's degree in education or an area of certification may have their certificate reinstated without taking an additional six semester hours of credit.]

Continuous Professional Classification - is valid for 10 years and is assigned to teachers who have:

- A master's degree in education or subject area
- Completed all requirements at the PC II level
- Participate in a performance-based teacher evaluation
- A minimum of 10 years of approved teaching experience and a master's degree in education or in an area of certification
- Continue following a professional development plan

The classification may be renewed an unlimited number of times upon the holder's request.

Vocational classification - refers to certificates granted for use in secondary and post-secondary vocational education programs. Trades and industries, consumer homemaking, occupational home economics, health occupations, marketing education, business education, and agriculture education are some of the subjects included. Vocational certificates are valid for either two or five years.

PHD Route to Certification - provides for a teaching certificate to be granted to an individual who has earned a doctor of philosophy degree from a college or university accredited by a regional accreditation agency. The certificate is limited to the major area of the applicant's post-graduate study and must be in a subject area for which there is a Missouri teaching certificate. This must be applied for by a Missouri Public School District.

Substitute Certificates - issued for a period of one school year. A substitute certificate may be granted to applicants who have completed a minimum of 60 semester hours of credit from a regionally accredited college/university. All applicants must complete a background check. Substitute certificates are applied for by an employing Missouri Public School District. A person who holds a valid Missouri elementary or secondary certificate (life, professional, or provisional) is not restricted to any specific number of days of substitute teaching except: (1) a retired teacher who is receiving retirement benefits is limited to a total of 550 clock hours of substitute teaching each school year, and (2) classification and accreditation standards require the person filling a teaching position on a continuing basis to be appropriately certificated for the area of service.

Provisional Classification - refers to a two year non-renewable certificate issued to teachers who do not meet all of the requirements for Professional Certificates. If additional coursework is needed to meet the minimum requirements, the deficiencies may not exceed 12 semester hours.

Special Assignment Certification - refers to teaching certificates issued to individuals who are employed by a school district in which there is a documented critical need identified by the district and approved by the Department of Elementary and Secondary Education. This must be applied for by an employing Missouri Public School district. For areas specified as “critical need” which currently includes special education, counselor, math, and science, the applicant’s bachelor’s degree does not need to be in the secondary or middle school subject area they are being assigned to teach. For all other subject areas, the bachelor's degree must be in the secondary or middle school subject area of their assignment.

Temporary Authorization Certificate - refers to a one-year renewable certificate that is available for all areas of certification except elementary 1-6, early childhood, early childhood special education, and administration. Missouri school districts can apply for the certificate for:

- An individual who holds a bachelor's degree from an accredited college or university and is willing to make a commitment to pursue professional certification through a state-approved teacher education program, *OR*
- A Missouri teacher who is seeking certification in an additional area, but is not eligible for a provisional certificate

To be eligible, individuals must have:

- A baccalaureate degree or higher from an accredited college or university
- A grade point average of 2.50 on a 4.0 scale, both overall and in the major area of study
- A criminal background check clearance if this is the applicant's initial certificate to teach in Missouri

To renew a temporary authorization certificate, school districts must submit the following:

- A renewal application verifying the individual's participation in a mentoring program, completion of performance based teacher evaluations, and continued employment with the school district
- Official transcripts documenting the completion of nine (9) semester hours of coursework towards the professional teaching certificate from the program of study or transcript analysis

\* \* \* \* \*